

2014/2015
WHALE TAIL® Competitive Grants Program
Guidelines and Application Forms



Funded by:
The WHALE TAIL® License Plate Program

*Supporting programs that teach California's children and the general public
to value and take action to improve
the health of the state's marine and coastal environments*

A project of:



The California Coastal Commission
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2014/2015 WHALE TAIL[®]

COMPETITIVE GRANTS PROGRAM

GUIDELINES AND APPLICATION FORMS

INTRODUCTION

The California Coastal Commission's WHALE TAIL[®] grants support programs that teach California's children and the general public to value and take action to improve the health of the state's marine and coastal environments. Adopt-A-Beach programs, as well as other beach maintenance and coastal habitat restoration projects that have an educational component, are also eligible for the grants.

BACKGROUND

This program distributes funds from sales of the California Coastal Commission's WHALE TAIL[®] License Plate, an official "specialty" license plate issued by the Department of Motor Vehicles for cars registered in California. Proceeds from the sales of the plates benefit the California Coastal Commission's Adopt-A-Beach Program, California Coastal Cleanup Day, and a wide variety of coastal and marine education projects throughout the state.

In 1998, the Coastal Commission started the WHALE TAIL[®] Competitive Grants Program, along with a second competitive grants program – the Adopt-A-Beach Grants Program. The Adopt-A-Beach grants focused on strengthening and innovating Adopt-A-Beach programs, in which participants pledge to clean "their" beach three times during the year (although school groups can fulfill their commitment with one cleanup); the WHALE TAIL[®] grants were more general and funded a broad range of marine and coastal education projects. The Coastal Commission has since merged the two grant programs, and funding is now available for either type of project. Attachment A is a list of sample grant recipients.

The California Coastal Commission is a state regulatory and planning agency that operates under the 1976 Coastal Act to manage the conservation and development of coastal resources in California. The Commission's Public Education Program works to increase public knowledge of coastal and marine resources and to engage the public in coastal protection and restoration activities.

OTHER RESOURCES

In addition to this grantmaking program, the Coastal Commission's Public Education Program offers other resources to strengthen coastal and marine education programs. These include a DVD loan library, the "Waves, Wetlands, and Watersheds" classroom and community activity guide, the Coastal Stewardship Pledge for individuals and for classrooms, "Our Wetlands, Our World" high school activity guide, and the "Save Our Seas" curriculum on marine debris. For more information, visit www.coastforyou.org. All items are free of charge and are available online or by contacting Public Education staff at coast4u@coastal.ca.gov or (800) COAST-4U.

Where appropriate, we also encourage educators to become familiar with and integrate into their projects, as appropriate, the [principles and concepts of ocean literacy](#), the [Next Generation Science Standards](#), and the [Common Core Standards](#).

PROGRAM OVERVIEW

- **Size of Grants:** any amount up to \$50,000 (25-50% of the funding will be allocated in small grants under \$10,000). A total of \$345,100 will be distributed.
- **Categories of Grants:** The WHALE TAIL[®] Grants Program will fund projects that fall into any one of the following three categories: 1) Adopt-A-Beach programs; 2) youth programs; 3) programs for the general public. *For the 2013/14 and 2014/15 grant cycles, we have added a special subcategory for projects addressing climate change and/or ocean acidification.*
- **Format:** Applications must be submitted on the attached application forms with attachments. Please print double-sided and use minimal packaging wherever possible.
- **Deadline for Applications (must be postmarked by): November 1, 2014.** Proposals may not be submitted via fax or e-mail.
- **Project Selection:** Staff will review all proposals and make recommendations to the Coastal Commission, which will vote at its February 2015 meeting (tentative date).
- **Notification:** Applicants will be notified following the Commission vote, most likely by the end of February 2015.

ELIGIBILITY OF APPLICANTS AND PROJECTS

Applicants must be either a non-profit organization or a government entity. For beach operation and maintenance projects, the applicant must be a non-profit organization or *local* government agency. For Adopt-A-Beach proposals, both current and new Adopt-A-Beach managers are eligible.

Grants will not be awarded to provide for an organization's general, ongoing administrative costs, or to fund advocacy work.

Grants cannot be awarded to programs that limit participation to a single gender (e.g. Girl Scout troops that do not include boys in their activities). Grants cannot be awarded for projects that include religious content in their programming.

The WHALE TAIL[®] Grants Program focuses on education about coastal and marine environments. If a project will take place in an inland area or on a bay, the proposal should address how the project includes coastal and marine educational content, including a description of how the connections between bays or inland areas and the coast and ocean will be emphasized.

Grant funds will be allocated primarily for projects not yet funded by this program, but repeat grants will also be considered.

QUESTIONS?

We encourage applicants to contact the Commission's Public Education Program in advance of submitting an application. Please contact Sylvie B. Lee at (415) 904-5271 / slee@coastal.ca.gov; or Chris Parry at (415) 904-5208 / cparry@coastal.ca.gov.

Also contact the Coastal Commission Public Education staff if you are interested in starting a new Adopt-A-Beach Program in an area that does not currently have a program. Adopt-A-Beach Managers are designated by the Commission staff to operate the program in a particular geographic area and serve as the liaison with the Commission. Local Adopt-a-Beach Managers have adapted, modified and added to the program to fit their interests and talents.

CRITERIA FOR SELECTING GRANT RECIPIENTS (out of 100 points)

- 1. Educational Component (25 points):** Projects funded under this program should have a strong, high-quality educational component involving the marine and/or coastal environment. We encourage experiential, hands-on learning and incorporation of stewardship, where possible. The project's educational content and mode of delivery should be age-appropriate for the target audience. Projects aiming to improve the quality of beaches or coastal or marine habitats will be considered as well.
- 2. Need (15 points):** Projects will be assessed on the degree to which they address an identified need (educational, ecological, social, etc.). Projects that reach audiences who are underserved, including those from multicultural and inland areas, are especially encouraged.
- 3. Project Concept (30 points):** We seek thoughtfully developed ideas, technically sound concepts, and creative, innovative approaches. The degree to which a project could potentially be expanded or continued after the grant ends, and/or build organizational or audience capacity, will be considered. The degree of impact relative to cost will also be evaluated. Up to 5 points of extra credit will be awarded if the project will have a ripple effect beyond itself, by providing tools or knowledge to others in the field, advancing the field into new areas, or building collaborations with other entities.
- 4. Proposal Content (30 points):** The proposal should demonstrate that the concept has been fully thought out and developed into a concrete, feasible project with clearly stated goals, measurable objectives, project design, and method of implementation. A sensible plan for evaluating the project's success should be included, as should detailed and accurate cost information. The likelihood of the project's successful completion will be considered, as well as the strength of the organization's track record and capabilities of project personnel.

RULES FOR GRANT AWARDS

Conditions for grant awards will include the following:

- Grantee agrees to put the California Coastal Commission logo on any promotional materials produced for the program.
- Grantee agrees to hold the California Coastal Commission harmless.
- Grantee agrees to use waiver of liability forms developed by the California Coastal Commission (or the equivalent) where appropriate.
- Funds cannot be used to purchase food, beverages, prizes or cash gifts, insurance, or items that will be sold.
- Projects may be of any length as long as funding concludes by April 15, 2017.
- Amount in grant for indirect costs (see page 7 for definition) must be capped at 10% of amount in grant for employee salaries and benefits.

OTHER GRANT REQUIREMENTS

- 1. Administrative.** The grantee must assume responsibility for administering the project, including: employing any necessary staff or consultants, maintaining complete accounting and time records, and providing fiscal management. In preparing the grant application, applicants should refer to Attachment B (contracting requirements for the State of California). If awarded a grant, all contracts with the state, and any subcontract under the grant, must comply with all provisions of the California Public Contract Code.

2. **Payment.** Grant funds will **not** be available in advance of expenditures. Expenses will be **reimbursed** no more than once per month upon submission of an invoice by the grantee. Reimbursement will be dependent upon successful completion of work as set out in the proposal.
3. **Schedule.** Because the funds for these grants were appropriated in FY 2014/2015, which ends on June 30, 2015, proposals must include work tasks that begin before June 30, 2015.

APPLICATION PROCEDURE

A complete application package will consist of **an original and one copy** of the following materials:

1. **Application Summary** (see attached form).
2. **Background/History** (at least one paragraph). Briefly describe the history of your project. How did it come about? Is it a new or existing project? If it's an existing project, how long has it been operating and how has it been funded in the past, and what results have you achieved?
3. **Project Description** (2-5 pages for sections a-e, written in at least an 11-point font), including the following information organized under subheadings:
 - (a) The **goals and objectives** of your project, how you will accomplish each objective, and how your objectives will accomplish your goals. (Objectives should be simple, understandable and as specific and measurable as possible.)
 - (b) **Description of the target audience(s)** – Number of people, ages or grade levels, other demographics including ethnicity and other relevant socioeconomic information, and geographic area served by your project.
 - (c) **Project details** – a step-by-step description of how the project will be carried out, including any plans for recruiting your target audience (or a description of how you recruited your target audience), and any plans for community outreach, publicity, and/or sharing the results of your project. Also clarify if this is a one-time project or one that you intend to continue past the grant period. Repeat proposals for previously funded projects should include what was accomplished through the previous grant, how the new proposal builds on the previous work, past evaluation results, and a description of how these results informed or changed the project.
 - (d) **Statement of need for the proposed project** – please be as specific as possible and include an explanation as to why this particular project is suited to meet the articulated need.. A demonstration of the specific needs of the target audience can be included here, including the results of any needs assessment work that was used to develop your project plan.
 - (e) **Statement of need for the requested funding** – including a description of any other resources that are available. If the project is expected to continue beyond the end of this grant, explain the longer-term funding plan.
3. **Evaluation plan** (no page limit) – The WHALE TAIL[®] Grants Program has recently been putting more emphasis on evaluation. Understanding the effects of a project can help guide future improvements and mid-course corrections, as well as help to evolve the environmental education field as a whole.

The nature and extensiveness of the evaluation will vary depending on the type of grant and size of budget. As a very rough rule of thumb, consider allocating 5 to 15% of the budget on evaluation. Grant recipients will be required to submit evaluation results at the end of the project period as part of their final reporting. If your project has been previously evaluated and you are satisfied with this effort, you may not need to conduct a detailed evaluation at this stage. In that case, let us know about prior evaluations and their results, and how the results apply to the current project.

For this section, describe your evaluation plan; that is, how you will measure and document the outcomes and impacts of your project on your audience(s). Organize your evaluation plan using the goals and objectives articulated in your project description; in other words, describe the techniques that will be used to evaluate project outcomes and success relative to each goal and objective. Examples of possible indicators of outcomes are audience satisfaction with the project experience; changes in their knowledge, skills, attitudes and/or behaviors; and changes to the environment. Also, describe the logistics of your evaluation - how and when you will gather evaluation data? How will you use the evaluation results (beyond the reporting requirements for this grant)?

In planning your evaluation, consider whether quantitative methods such as pre-post tests and surveys; qualitative methods such as interviews, focus groups, and observation; or a combination of methods is most appropriate for learning about your program and its impacts. If available, please include in your supporting documents any evaluation tools that you will be using. (Our online resource to assist you with the evaluation process is available at <http://www.coastal.ca.gov/publiced/plate/wtevaluation.pdf>.)

4. **Permits required** (if any).
5. **Tasklist and timeline** for the project. (Bear in mind that funds will not be available until March of 2015 and some work tasks must be scheduled to begin before June 30, 2015.)
6. **Budget** (using the provided Application Budget Form or a similarly formatted budget page).
7. **A resolution from the applicant's governing body** that contains the following authorizations: authority to submit the proposal, authority to enter into a contract with the California Coastal Commission if the grant is awarded, and designation of the applicant's authorized representative (name and title). If the authority to perform such tasks has already been delegated by the governing body, a letter from the person who has that delegated authority is sufficient.
8. **Description of the applicant's organization**, including:
 - the year it was founded;
 - its qualifications for undertaking the proposed project, including its track record with any similar undertakings;
 - the qualifications and capabilities of key staff assigned to the project, including a description of their roles;
 - the organization's current annual budget including sources of funds (budget information is not necessary for public schools or government agencies); and
 - the names and occupations of board members or organization leaders.

9. The following attachments:

- (a) For non-profits, proof of non-profit status in the form of an exemption letter from the IRS or California Franchise Tax Board.
- (b) A project site list and/or map, if applicable.
- (c) Brochures from the applicant's organization, plus any other supporting material you would like to provide such as newsletters, press clippings, or letters of support from project partners or others. Any letters of support may be addressed to "California Coastal Commission" or "Whale Tail Grants Review Panel."

Submit complete application packages to:

*WHALE TAIL Grants Program
California Coastal Commission
45 Fremont Street, Suite 2000
San Francisco, CA 94105*

WHALE TAIL[®] Grants Program

APPLICATION SUMMARY

1. Applicant Organization: _____

2. Name and Title of Contact Person _____

3. Address: _____

4. Telephone: _____ Fax: _____ Email: _____

5. Website: _____

6. Project Title: _____

7. Brief Project Summary: _____

8. Number of people who will be directly served by the project (estimated) _____

9. Requested Amount: \$ _____

10. Total Project Budget: \$ _____

11. Number of Months Required to Complete Project: _____

Start date: _____ End date: _____

12. Is your organization a ☐ non-profit corporation? ☐ government agency? ☐ school?

13. How did you find out about this grants program? _____

14. Proposal Prepared by: _____ Title: _____

Signature: _____ Date: _____

WHALE TAIL[®] Grant Application Budget Form

PROPOSED BUDGET

(The applicant does not need to use this form, but should follow the general structure.)

Organization Name: _____

Project Title: _____

Requested Amount (\$50,000 maximum): \$ _____

	Grant Request Budget	Total Project Budget (if different)
Personnel:		
Salaries and Wages ⁽¹⁾	_____	_____
Benefits ⁽²⁾	_____	_____
<i>Subtotal Personnel</i>	_____	_____
Operating Expenses		
Postage/Shipping	_____	_____
Supplies/Materials ⁽³⁾	_____	_____
Travel ⁽⁴⁾	_____	_____
Indirect Costs ⁽⁵⁾	_____	_____
Other:	_____	_____
_____	_____	_____
_____	_____	_____
<i>Subtotal Operating Expenses</i>	_____	_____
Total Budget	_____	_____

⁽¹⁾ Attach an explanation of rate(s) and hours for each position for which funds are being requested.

⁽²⁾ Amount requested for benefits not to exceed 40% of amount requested for salary or wage.

⁽³⁾ Include a list of the major supplies and materials and how much they cost.

⁽⁴⁾ Personal vehicle travel reimbursement currently paid at the rate of 56 cents/mile.

⁽⁵⁾ Indirect costs include, for example, a pro rata share of rent, utilities, and salaries for certain positions indirectly supporting the proposed project but not directly staffing it. Amount requested for indirect costs should be capped at 10% of amount requested for "Total Personnel."

Examples of Past WHALE TAIL[®] Grants

• **Mayfair Middle/High School** **\$5,230**

Project Title: *Middle School Marine Science Course*

Project Location: *Lakewood (Los Angeles County)*

Serving a diverse student body, Mayfair has a middle and high school on the same campus in the Bellflower Unified School District. A marine science course is offered to eighth-grade students, and the school's science teacher received a grant to add hands-on labs and other educational activities to the lecture-based course.

The hands-on activities included water quality testing, constructing a model of the sea floor, an ocean currents lab, plate tectonics and seafloor spreading, and seawater chemistry. Using microscopes and dissection kits, the students participated in a microorganism lab and also dissected squid, sea stars, fish, and a shark. They designed models of plankton out of play dough and raced them to see which one would sink most slowly in a tank of water. They also learned about sea otter population loss, took part in a cleanup at Cabrillo Beach, analyzed the trash collected, and learned how the ocean supports life on Earth.

• **Cachuma Resource Conservation District** **\$9,964**

Project Title: *Environmental Education for All*

Project Location: *Guadalupe (Santa Barbara County)*

The Cachuma Resource Conservation District (RCD) serves Santa Barbara County and is working with Mary Buren Elementary, the only elementary school in Guadalupe, a very underserved small city with many families who work in farming. This program will be teaching the school's 150 fifth-graders about environmental stewardship, the local Santa Maria watershed, and the ocean. The RCD will make the lesson plans available so the teachers can implement watershed science education in their future classes, and so that teachers at other schools can adopt them too.

The RCD will be partnering with the local school district to deliver three week-long environmental education modules incorporated into their science curriculum. The last two of those weeks will be supported by this grant. The fifth-grade students will have in-class activities covering watersheds, estuaries, oceans, human impacts, and building an ecosystem in a jar.

The students will also visit the Marine Science Institute at UC Santa Barbara to explore tidepools and see over 100 marine plant and animal species (accompanied by Spanish-speaking college students). They will help restore native plants at the Rancho Guadalupe Dunes Reserve, and they will take a boat tour of the Channel Islands National Marine Sanctuary. They will also reach the wider community through making presentations to the City Council, presenting to their parents about preventing poor water quality, creating a public exhibit in partnership with the Dunes Center, and designing an informational piece to be distributed with the local Public Works Department's water bills.

• San Elijo Lagoon Conservancy	\$18,272
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Project Title: ***“Our Living Watershed”***

Project Location: ***San Diego County***

“Our Living Watershed” is an environmental and conservation science program that takes place cumulatively over three consecutive school years. It reaches 1,300 elementary students in grades 3-5 in underserved schools in Escondido. The curriculum for the project covers wetlands and adaptations in third grade, then food chains in fourth grade, and finally water resources in fifth grade. Classroom instruction is provided by teachers who receive a guide on each of these subjects, including classroom activities for before and after a field trip. The field trips bring these students to San Elijo Lagoon for a docent-guided exploration of the topics they have been studying and a first-hand experience connecting them to the downstream end of their local watershed, as Escondido Creek drains into San Elijo Lagoon after passing through their home town of Escondido 20 miles away.

The Conservancy is receiving funding to continue this program while expanding it to include one year of activities for 250 students in first grade at one school in Vista and another school in Escondido. These programs will focus on scientific observation skills, lagoon habitats, and the life cycle of the fiddler crab. The program staff will also be providing year-round training to docents and working with teachers and principals to develop new post-trip activities at their schools that incorporate lessons learned, including new family watershed education events at the end of each school year.

• Save Our Shores	\$25,610
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Project Title: ***Beachkeepers Program***

Project Location: ***Santa Cruz County***

Save Our Shores (SOS), the Adopt-A-Beach manager for Monterey and Santa Cruz counties, expanded community efforts to maintain clean beaches by starting the Beachkeepers program in Santa Cruz County. The program was developed in response to local residents expressing that they wanted to conduct regular beach cleanups independently (beyond the Adopt-A-Beach events Save Our Shores already organizes), and that they were especially interested in taking care of "their" beach that they visit most often. Harnessing this interest and creating a network of like-minded beach lovers, the Beachkeepers program trains motivated volunteers to hold their own beach cleanups, gives them supplies and a uniform, and provides a forum for them to share information about their activities. They can post to the Beachkeepers Facebook page, blog on the Beachkeepers webpage, post data on what they collected, share photos, chat with one another, and inspire others to join the network.

As a separate way to help keep beaches cleaner, Save Our Shores also installed signs with “do it yourself” trash bag boxes at six particularly dirty beaches in northern Santa Cruz County, encouraging visitors to clean up after themselves.

• Tolowa Dunes Stewards/Smith River Alliance	\$29,756
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Project Title: ***Students Connect with Dunes & Wetlands***

Project Location: ***Del Norte County***

Tolowa Dunes Stewards (TDS) is a project of the Smith River Alliance and is a volunteer association protecting and restoring the Tolowa Coast— the dunes and wetlands of the Lake Earl coastal lagoon, Smith River estuary, and Tolowa Dunes State Park. The biodiversity of this area is threatened by invasive European beachgrass in the sand and estuarine habitat. TDS is working with Del Norte County students to remove the beachgrass and restore dunes and wetlands while teaching them about dune and wetland ecology, local natural history and Native American cultural history, local birds and animals, and sensitive coastal habitats.

Students have taken part in habitat restoration events before, but without any educational context, and their teachers have asked for more opportunities to participate. A WHALE TAIL[®] grant is allowing TDS to build its educational capacity and make restoration events more enriching by developing teaching strategies and tools for educators to use in the classrooms beforehand, games and guided activities to engage students in the field, handouts, and presentations. The Stewards will also purchase enough tools to host 50 students at a time taking part in habitat restoration.

• California Exposition & State Fair	\$40,000
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Project Title: ***Beach Buddy Adventure***

Project Location: ***Sacramento***

The annual California State Fair features a nature exhibit showcasing plants and animals which changes its theme each year. For the 2014 State Fair, the theme was the coast and ocean. Called the Beach Buddy Adventure, the exhibit featured a whale’s mouth for the entrance, live animal displays, a sand exhibit, fun facts about the California coast, and oversized sea shell, kelp, and jellyfish artwork. Bilingual signs and docents provided information at four different interactive stations covering the topics of marine debris, oil spills, ocean acidification, and invasive species. Visitors received a map to have stamped at each one. A fifth station offered the opportunity to take the Coastal Commission’s Coastal Stewardship Pledge and receive a “Beach Buddy Badge.”

The goal of the stations was to increase the public’s awareness about how issues affecting California’s coastline can be caused by behaviors of people living in inland areas. Funding from the Coastal Commission supported live animal displays as well as the interactive stations. There were 135,000 visitors to the exhibit.

STATE CONTRACTING MANUAL**3.17.1 SUBVENTION AID OR LOCAL ASSISTANCE CONTRACT TRANSMITTAL**

- A. The Contract Transmittal form, STD 215, for subvention aid cost-reimbursement types of contracts must:
1. Advise whether the contracting agency, with the advice of the State Personnel Board, has determined that the reimbursable salaries do not exceed salaries payable to State personnel for similar classifications; and
 2. Identify the classifications and rates involved if the reimbursable salaries exceed State rates, and state the reason for such higher rates, and how the agency's interests are served by the contract.

3.17.2 SUBVENTION AID OR LOCAL ASSISTANCE CONTRACT FISCAL CONTROL PROVISIONS

- A. Payment provisions in subvention aid contracts should be on a cost-reimbursement basis with a ceiling specifying the maximum dollar amount payable by the agency. Contracts must set forth in detail the reimbursable items, unit rates, and extended total amounts for each line item. Among other matters, the following information should be documented:
1. Identify and justify direct costs and overhead costs, including employee fringe benefits;
 2. Monthly, weekly or hourly rates as appropriate and personnel classifications should be specified, together with the percentage of personnel time to be charged to the contract, when salaries and wages are a reimbursable item;
 3. Rental reimbursement items should specify the unit rate, such as the rate per square foot; and
 4. If travel is to be reimbursable, the contract must specify that the rates of reimbursement for necessary traveling expenses and per diem shall be set in accordance with the rates of CalHR for comparable classes and that no travel outside the State of California shall be reimbursed unless prior written authorization is obtained from the agency.

GENERAL TERMS AND CONDITIONS

All State grantees must comply with GTC 610 which can be viewed in the Standard Contract Language issued by the Department of General Services at <http://www.dgs.ca.gov/ols/Resources/StandardContractLanguage.aspx>. This language includes terms such as an indemnification requirement and a non-discrimination clause. (Other State agencies and the University of California would instead comply with GIA 610 also found in the [Standard Contract Language](#).)

CONTRACTOR CERTIFICATION CLAUSES

All State grantees must sign CCC 307, which includes items such as a drug-free workplace requirement and compliance with the Americans with Disabilities Act. CCC 307 can also be found in the [Standard Contract Language](#).